**Lesson Plan Format**

**Teacher Candidate \_\_\_\_\_\_Tripp Floyd\_\_\_\_\_\_\_ Grade Level\_\_\_9(-12)\_\_\_**

**Date of lesson\_\_\_\_\_November 29\_\_\_\_\_**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

The unit goal is to give political, cultural and historical insight into the affects of Japanese Imperialism on the Koreas, China, and Okinawa. In accordance with the Department of Defense Education Activity (DoDEA) curriculum for **Social Studies: Asian Culture** (SSAC) this unit will fulfill the SS Skills, theme three and eight, which states:

**SK – Skills** The Social Studies program promotes essential skills to increase the students ability to acquire information and manipulate data, develop and present policies and debates, construct new knowledge, and participate in groups. Each skill is dependent upon and enriched by all other skills, so that the learner can:

**Standards:**

* **SK1a:** formulate and communicate an opinion based on critical examination of information.
* **SK1b:** use and cite a variety of primary and secondary sources to formulate and defend positions on issues both orally and in writing.
* **SK1c:** design and develop a personal database.
* **SK1d:** access and use electronic databases and communication networks of all types including the Internet.

**SS3 Time, Continuity, and Change:** Social studies programs should include experiences that provide for the study of the way human beings view themselves in and over time, so that the learner can:

**Standards:**

* **SS3b:** discuss economic and social changes that have resulted from contact with foreign nations.

**SS1 Citizenship** Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

**Standards:**

* **SS1a:** describe changes in governments.
* **SS1b:** exhibit tolerance for people from other cultures.
* **SS1c:** be aware of the rights of citizens in societies.

**SS2 Culture** Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

**Standards:**

* **SS2a:** recognize the diversity of Asian cultures.
* **SS2c:** describe and interpret values and attitudes that pose obstacles to cross-cultural understanding.

**SS3 Time, Continuity, and Change**

Social studies programs should include experiences that provide for the study of the way human beings view themselves in and over time, so that the learner can:

**Standards:**

* **SS3b:** discuss economic and social changes that have resulted from contact with foreign nations.

**SS4 Space and** Social studies programs should include experiences that provide for the study

**Place** of space and place, so that the learner can:

**Standards:**

* **SS4b:** compare factors that contributed to the development of industry and agriculture.

**SS5 Individual Development and Identity**

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

**Standards:**

* **SS5c:** analyze conflicts which develop between one’s individual needs and one’s obligations and service to their nation.

**SS6 Individuals, Groups, and Institutions**

Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

* **SS6b:** explain how groups and institutions influence and perpetuate people’s values, beliefs, attitudes, events, and culture.

**SS8 Power, Authority, and Governance:** Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, andgovernance, so that the learner can:

**Standards:**

* **SS8a:** describe how cultural views have influenced the development and establishment of power.
* **SS8c:** evaluate the concept of universal human rights in Asia.
* **SS8d:** analyze the influences of foreign nations on Asian governments and economies.

**SS10 Global Connections** Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

**Standards:**

* **SS10b:** analyze conditions and events that led to conflict and cooperation among Asian societies and foreign nations.
* **SS10c:** evaluate the effect of world opinion on Asian policies when discussing human rights, the environment, and territorial disputes.
* **SS10d:** analyze the impact of foreign influence on Asian cultures.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

The class should be aware of how to analyze primary sources with the skills developed in the previous lesson as well as to be able to speak intelligently about their subject.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

The objectives of this lesson are:

* To effectively gather and organize primary sources into a reference sheet.
* To effectively organize thoughts into a concept map.
  + Organize thoughts and ideas in a media outlet (Poem, story, Video).
* To effectively convey facts and personal opinions regarding controversial topics through discussion.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Assessment will be based on three main areas:

* Participation in class discussion and group work.
* Turned in reference sheet.
  + This class or next, depending on presentation time.
* Presentation Performance
  + Based on rubric made in class, by class.
* Final submission of article contributions.
  + Based on rubric made in class, by class.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

**Online Resources:**

**Intro Clip:** <http://www.youtube.com/watch?v=YtYdjbpBk6A>

* **Writers/Editors:** 
  + [**http://www.fordham.edu/halsall/eastasia/eastasiasbook.asp**](http://www.fordham.edu/halsall/eastasia/eastasiasbook.asp)
  + [**http://library.duke.edu/research/subject/guides/japan/primary/index.html**](http://library.duke.edu/research/subject/guides/japan/primary/index.html)
  + [**http://www.uiweb.uidaho.edu/special-collections/asia.html**](http://www.uiweb.uidaho.edu/special-collections/asia.html)
  + [**http://www.ibiblio.org/pha/**](http://www.ibiblio.org/pha/)
  + [**http://afe.easia.columbia.edu/tps/1450\_jp.htm**](http://afe.easia.columbia.edu/tps/1450_jp.htm)
* **Graphic Designers/ Photographers/ Cartoonist:**
  + [**http://www.picturehistory.com/category/cat\_id/15/subcat\_id/292**](http://www.picturehistory.com/category/cat_id/15/subcat_id/292)
  + [**http://www.picturehistory.com/category/cat\_id/15/subcat\_id/303**](http://www.picturehistory.com/category/cat_id/15/subcat_id/303)
  + [**http://www.picturehistory.com/category/cat\_id/6/subcat\_id/168/limit/96/order\_by/title**](http://www.picturehistory.com/category/cat_id/6/subcat_id/168/limit/96/order_by/title)
* **Cinematographer:**
  + [**http://www.youtube.com/watch?v=Gh0BbTe9qjE**](http://www.youtube.com/watch?v=Gh0BbTe9qjE)
  + [**http://www.youtube.com/watch?v=w4fdhAz0VSw&feature=related**](http://www.youtube.com/watch?v=w4fdhAz0VSw&feature=related)
  + [**http://www.youtube.com/watch?v=TgxIcn9Ipaw&feature=fvwrel**](http://www.youtube.com/watch?v=TgxIcn9Ipaw&feature=fvwrel)

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Inquiry Based/** **Analyzing Perspectives/Guided:**

A mix of Inquiry-based instruction, analyzing perspectives, and guided instruction are most applicable for the fourth lesson. The students will have to ask questions based on facts and from personal interpretations, assume the roles of people in another situation, and determine what is relevant to the subject. The teacher will need to effectively guide the students to help conceptualize the information, given by the teacher and gathered by the students, in order to help the students arrange information to present in an acceptable manner.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

* Class will begin with a short clip of an effective presentation in the form of a speech.
* After the clip the teacher will give a brief lecture about effective public speaking/presentation methods.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

* After the lecture the teacher will ask for groups to volunteer to give their presentations. For the first half of the class, depending on student readiness, all groups will finalize and prepare to give their presentations.
* After the first half of the class is over or the class is ready presentations will begin.
  + - Potential bonus points for volunteers. Dependent on amount who volunteer.
* Each student is required to ask a minimum of three, open ended, questions before all presentations are done.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

* The lesson will conclude with another trip to the KWL.
* The students will save their final resource page to a share drive where the teacher can later look for quality and validity.
* Homework includes:
  + Prepare for presentations.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Suzy Q. | English Second Language (ESL)   * The student has difficulty comprehending what is being said in class. Often encounters trouble carrying out tasks. | The student will be partnered with someone who can speak their language or with a student who can patiently and kindly work through the language barrier. Instructions will be delivered at a slow and clear pace. Teacher will periodically check with student and group to confirm understanding of assignment and content. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?

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| **Basic Rubric**  **Criteria Pt. 1**  **(Written)** | **Exemplary**  **(3)** | **Acceptable**  **(2)** | **Marginal**  **(1)** | **Score** |
| **Teacher’s Musts**  **(Content Quality and Validity)** | Complete alignment with assigned region. All primary and secondary sources are from legitimate sources. | Some alignment with assigned region. Most primary and secondary sources are from legitimate sources. | Little alignment with assigned region. Some primary and secondary sources are from legitimate sources. |  |
| **Class Standards #1** |  |  |  |  |
| **Class Standards #2** |  |  |  |  |
| **Class Standards #3** |  |  |  |  |
| **Total** |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Basic Rubric**  **Criteria Pt.2**  **(Presentation)** | **Exemplary**  **(3)** | **Acceptable**  **(2)** | **Marginal**  **(1)** | **Score** |
| **Teacher’s Musts**  **(Presentation performance and means of delivering [i.e. poem, speech, ect])** | Obviously prepared. Well spoken (Avoid “uh” and “like”). Well delivered. | Few noticeable and avoidable mistakes. Well spoken (Avoid “uh” and “like”). Good delivery (excessive filler words). | Not well prepared. Poor effort in presentation. |  |
| **Potential Class Standards #1** |  |  |  |  |
| **Potential Class Standards #2** |  |  |  |  |
| **Potential Class Standards #3** |  |  |  |  |
| **Total** |  |  |  |  |